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A Study on Teacher's Experiment and Students' Development with Listing Technique (LT) in Writing EFL Class

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Abstract: This paper reports a case study of students' writing development at state junior high school in Indonesia. The common problems in writing are developing main ideas, vocabulary and grammar subsequently using listing technique is one of the ways to generate ideas. It develops and arranges students' ideas well. The purpose of this study is to find out whether listing technique can improve students' writing skill or not with quantitative design. There were 23 students as the sample in which design randomly. The instruments were test and lesson plan. There were two test; pre-test and post-test. The result of test found that there was significant difference of the students' writing skill between pre-test and post-test after teaching by using listing technique. To prove the hypothesis, the writer used t-score formula. Based on data analysis t-score was 12.5, meanwhile t-table was 2.074. Also, listing technique could improve students' ability of writing aspects. Therefore, the writer concluded that teaching writing descriptive text by using listing technique gave good effect for students' writing skill and the ability in aspects of writing; content, vocabulary and grammar.

Keywords: Developing writing skill, listing technique, EFL

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INTRODUCTION

Writing is one of the language skills which must be learned by students. Writing holds the important role in mastering language. Hedge (1988:9) explained that writing is a part of communication process

which can use formal or informal language. Students as the language learners should learn writing skill and should have writing's purposes. Hedge added that the purposes of writing are to express ideas about something, to provide information, to persuade and to create something based on the one's interest.

Specifically, the purpose of writing in School Based Curriculum of 2006 (KTSP) is that first grade students of junior high school are able to produce writing in procedure and descriptive text (Ref. CS: 12, BC: 12.2).

Gebhard (2000) said: "Students have some limitations in writing skill. Furthermore, the students have no idea in writing an essay. Students have no idea because teacher does not develop students' ideas and show how to write." (p:35). For instance, students are given a topic of "The Beauty of Banda Aceh". If the students do not know about what, why, or how, they could not produce a good writing. Therefore, teacher should show how to develop this topic.

As one of the language skills, writing is also one of the difficult subjects to be mastered (Byrne, 1984:3). The problems are, first, writing requires a development of ideas. Second, writing demands a mastery of vocabulary. Third, writing needs a comprehension of grammar. The first reason, developing ideas, is the most important aspect because if someone does not have ideas in their mind, it means that he cannot write anything (Rockowitz, 2007:175).

Rockowitz added that developing ideas become an important aspect in writing because writing requires a unity and an organization ideas development in order to make arranged essay. This can make the ideas to be coherence and connected each other. The ideas should be arranged from one sentence to others to prevent readers' confusion. Unfortunately, students still have difficulties in developing ideas. The students usually focus more on how to make good sentences but they do not care whether the idea is suitable with the topic or not. Therefore, the teacher only focuses in correcting the structure of the sentences, not the idea. The essence of writing is expressing the ideas, so the most important thing is that students should find the appropriate way to express the ideas well.

In addition, based on the experience in internship teaching in SMP 7 Banda Aceh, the first year students got the problem in writing skill, especially in descriptive text. It was shown from their achievement in writing test of descriptive text. Over 70% could not get an average score of 67. This indicated that they cannot produce their ideas well. They just focused in looking up the words translation in dictionary or thinking the correct sentence grammatically, but they forgot to develop their ideas. Also, teacher usually used a flat technique in teaching writing. That technique is that teacher asks students to write about something without anything to be a plan to write about what. Gebhard (2000:235) stated that this problem can happen because teacher uses a technique which makes students cannot find self-confidence and ideas in writing. Teacher does not show the steps in writing. Teacher just gave a sample text and then asked students to write like the sample. It makes students bored before they write anything and also they cannot develop their ideas. Therefore, they cannot write interesting essay. From all those reasons, the students have the problem to develop their ideas especially in descriptive text.

In addition, Raimes (1987:22) said that listing technique is a way which reminds us what to do next. It means that listing can help students to have a way what they should write. Moreover, Dawe and Dornan (1984:3) argued that listing technique can be an advice and an illustration of students' writing text. It also can develop students' imagination in writing. In short, listing technique is a way to arrange ideas in writing by mapping the words and then combine them into sentences and paragraphs in order to ease the students develop their ideas.

In this study, the writer is interested in finding a better way in teaching writing skill which can help students to improve their ability in writing. People must have a technique to generate their ideas to be a plan for writing. It is believed that listing

technique can influence students in writing because it can be used in analyzing the subjects to find a limitation or specific focus for the essay (Levin, 1987:43). This opinion means that students can limit their focus and attention in writing an essay. They do not need to spend the time to tell other things outside the context.

Findings of a number of previous studies suggest that teaching strategies for managing text production is an effective way of improving the writing of students (e.g. De la Paz, 1999; García & Arias-Gundin, 2004; García & de Caso, 2004; García-Sanchez & Fidalgo-Redondo, 2006; Graham, Harris, & Mason, 2005; Graham, Harris, & Troia, 2000; Graham, Mac Arthur, Schwartz, & Pagevoth, 1992; Harris, Graham, & Mason, 2006; Lei, 2008). Most language learners at all levels believe that writing is one of the most difficult language skills to master (Kurt & Atay, 2007; Latif, 2007). Subsequently there is no research focusing on listing technique to improve writing skill for EFL classroom in Indonesian context. For that reason, this research would fill in the gap.

The writer formulated the main research question as follow:

- Does listing technique improve students' writing skill?

This research also has three sub-questions as follow:

1. Does listing technique improve students' ideas in writing skill?
2. Does listing technique improve students' mastery of vocabulary in writing skill?
3. Does listing technique improve students' comprehension of grammar in writing skill?

1. Literature Review

Listing Technique

Dawe & Dorman (1984:3) said that listing technique is a representative of writer's imagination. By listing technique, students are able to fire their thought and imagination to

be the real ideas then they write into a list to make a plan of paragraph.

Moreover, Oshima & Hogue (2007:16) had same argument that listing technique is a prewriting technique. It is a way to get ideas in which writers write the topic at the top of a piece of paper and they quickly make a list of the words or phrases coming into their mind. Through this activity the writers collect ideas to explain the topic they have. In addition, the technique is a way to narrow general topic to a smaller one by listing every word or phrase coming into their mind.

Listing technique can help students to develop and arrange their ideas in writing. Listing technique has a procedure of the process (Dawe & Dorman, 1987:4). As one of the prewriting techniques, students should put listing technique in first step of writing process. Listing technique can fire the imagination and guide the direction of writing. Students as the language learners should not have a doubt in making a list. The doubt can be about how much the writing will be or about out of topic. Students just enjoy writing a list based on their thought, experiences, dreams or feel. Then, see how a list works.

Listing technique absolutely has the steps. The steps are:

1. First of all, you must have one topic to be developed. For example, you have a topic "favorite food".
2. Then, you imagine and think all about your favorite food. It can be many things about your favorite food such as "what it is", "the reason", "where to find it", or "how often you eat it".
3. Then, you write everything what you think on a paper. Write the things into a list.
4. Then, you see and recheck your list. You can rearrange, edit, or even delete what you think unimportant. You also rearrange your list to be a correct paragraph. For this case, you should write

descriptive text. So, you can make your list suitable with the generic structure of descriptive text.

5. After your list is finished and correct. Now, you can arrange the list into the correct sentences based on true grammar.
6. Finally, you can arrange the sentences into a good paragraph.

For example, teacher gives a topic about family. Then, students think and imagine about their family. It can be about the members of family, relationship, or the activities. Then, students write what they think into the list. Let's see the sample list of family.

Writing Skill

Meyers (2005:2) stated that writing is a way to produce language without face to face each other. It means that writing is a production of language by using words or sentences on a paper or computer screen. In addition, Heaton (1994:18) stated that writing is a task which involves the students in manipulating words in grammatically correct sentence from a piece of continuous writing which successfully communicate the contents through any ideas on a correct topic. Meyers discussed writing from using in daily communication meanwhile, Heaton confirmed writing from the educational side, he believed that writing is very useful for students in learning English. Although Meyers and Heaton have different view for writing, but they have same argument that writing is a communication which is used in written form. It is different from speaking, in speaking people communicate orally, but in writing people communicate indirectly. Students should learn how to write well because writing is one of main parts in mastering a language. They also should learn how to develop their ideas to be a good paragraph.

Boardman (2002:11) stated that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Harmer (2001:86) also said that writing is a process which we can see as a learning activities. Moreover, Gebhard (2000:226) added that writing has a process which students can follow in order to make a good paragraph. From those opinions, Boardman, Harmer and Gebhard agree that writing has a process which we cannot see as an unimportant thing. The stages of writing process are prewriting, drafting, revising and editing. Prewriting is the main topic of this research because listing technique is one of kinds of prewriting.

METHOD

This is an experimental study (Arikunto, 2006:45). According to Sukmadinata (2006:194), experimental study attempts to determine the influence of one or more variables to other variables. It is an attempt by researcher to maintain control over all factors that may affect the result of the experiment. In doing this, the researcher tried to determine or predict what may occur.

The model of this experiment design was called "One Group Pretest-Posttest Design" (Setiyadi, 2008:118). This research design involves pre tested (*O*), a treatment (*X*), and post tested (*O*). The purpose of this treatment is comparing pre test and post test scores. The treatment was given by using listing technique in teaching writing skill at first grade of SMP Negeri 7 Banda Aceh. The population of this study is the first grade students at SMP Negeri 7 Banda Aceh. The reasons of choosing this school are this school as the place where writer did internship teaching and found the problems in writing descriptive text. The sample of this research was chosen randomly by using lottery. Cohen, Manion and Morrison (2000: 100) explained that in simple random sampling, each member of the population under a study has an equal

chance to be selected and probability of a member of population.

This research used written test and lesson plan as the instrument. Both pre-test and post-test of this study used writing test. Writing tests were used to measure the achievement of students' writing skill prior to and subsequent to the treatment. Students were asked to write a descriptive text. Treatments were given for four times between pre-test and post-test. The technique of data collection was formed in the form of writing tests by using pre-test and post-test group design. The steps were used to conduct this study as follows:

Pre-Test

The pre-test was given to collect students' production prior to treatment. Teacher gave writing test. Teacher asked students to make a descriptive text with the title "My School". Teacher asked students to write the text in 30 minutes with 100-150 words. After 30 minutes, teacher collected students' worksheets.

1. Treatments

Treatments were given in four meetings. Teacher taught how to write descriptive text using listing technique in those four meetings.

First Treatment

Teacher divided students into five groups and taught how to write descriptive text. Next, teacher gave students the example of descriptive text entitled "My Mother". Teacher gave listing technique in order to help students in developing ideas. Teacher explained about what listing technique is and what the benefit is. Teacher also explained about nominal and verbal sentences which were often used in descriptive text. Teacher gave an instruction: "Please write a descriptive text entitled "My Mother", think about your mother, how is she?" While showing the list, teacher explained the parts of descriptive text: identification and

description. He also explained a little about simple present. Finally, teacher collected students' worksheet.

Second Treatment

In this treatment, firstly teacher announced the scores of first treatment and then he divided students into five groups again. The groups were different with first treatment. Teacher divided students into groups based on their achievement in first treatment. Students who got good score were mixed with students who got low score. Then, teacher reviewed the lesson in the first treatment and explained again about descriptive text. Also, teacher explained the definition and benefit of listing technique again. And then, teacher asked students to make a list about their best friends. Next, they will write the list into the descriptive text with title "My Best Friend". Finally, teacher collected the worksheets.

Third Treatment

In this treatment, teacher divided students again into same groups in second treatment. They were asked to present their texts in second treatment to the whiteboard and discussed together with other groups. The materials which were discussed are about the ideas, vocabulary, and grammar. After students discussed together and knew their mistake, teacher asked students to write again the descriptive text entitled "My Best Friend". Finally, teacher collected the worksheets.

Fourth Treatment

In this treatment, teacher focused on preparation for test. Firstly, teacher announced the score of previous meeting and gave the appreciation for students who got good score. After that, teacher entered the main focus on this treatment which was the preparation of the test. Teacher gave a topic "My School" which was same with post-test. The reason was in order to strength students' knowledge about their school. It was included the ideas, vocabulary, and also grammar. Teacher divided students again into same groups with second and third treatment.

Teacher asked students to think about their school and then made a list. Next, teacher asked students to write the list into writing about their school. Finally, teacher collected the worksheets.

2. Post-Test

The post-test were given after the treatments to measure the improvement of students' writing skill and how far the achievement that they got. Teacher asked students to write descriptive text again and used listing technique. "My School" was the title for the text. Teacher gave the same title

with pre-test in order to know the students' improvement after taught by using listing technique. Teacher asked students to write the descriptive text in 100-150 words and gave 30 minutes to finish the text. After 30 minutes, teacher collected the worksheet.

Pre-test and post-test were scored by using an analytical scale for rating composition task by Brown and Bailey (2004: 244). There were three aspects in giving score. Those aspects were content, vocabulary and grammar. The following table is an analytical scale for rating composition task.

Table 1: Writing Rubric

Aspects	Score	
Content; ideas	developing 40-33	Essay addresses the topic; the ideas are thoroughly developed; essay reflects thought.
	Excellent to Good 32-25	Essay addresses the issue but misses some points; and ideas could be more fully developed.
	Good to Adequate 24-17	Development of ideas is not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	Adequate to Fair 16-9	Ideas incomplete; essay does not reflect thinking or was hurriedly written; inadequate effort in area of content.
	Unacceptable 8-1	Essay is completely inadequate; no apparent effort to consider the topic carefully
Vocabulary	Not High School level work 30-25	Precise vocabulary usage.
	Excellent to Good 24-19	Attempts variety; good vocabulary; not wordy.
	Good to Adequate 18-13	Some vocabulary misused; and may be too wordy.
	Adequate to Fair 12-7	Problems in vocabulary.
	Unacceptable 6-1	Inappropriate vocabulary; no sentence variety.
Grammar	Not High School level work 30-25	Correct grammar; tenses, verbal and nominal sentences, sentences used, articles.
	Excellent to Good 24-19	Some grammar problems.
	Good to Adequate	

18-13	Grammar problems are apparent and hard to understand.
Adequate to Fair	
12-7	Numerous serious grammar problem interfere with communication of the writers' ideas; grammar review of some areas clearly needed; difficult to read sentences.
Unacceptable	
6-1	Severe grammar problems interfere greatly with the messages; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Not High School level work	

RESEARCH FINDINGS AND DISCUSSION

The result of the test could be classified into five categories based on criterion-reference evaluation of Masidjo

(1995:180), named excellent, very good, good, enough, and bad. After the writer tabulated them into some categories, he would also describe into percentage as follow:

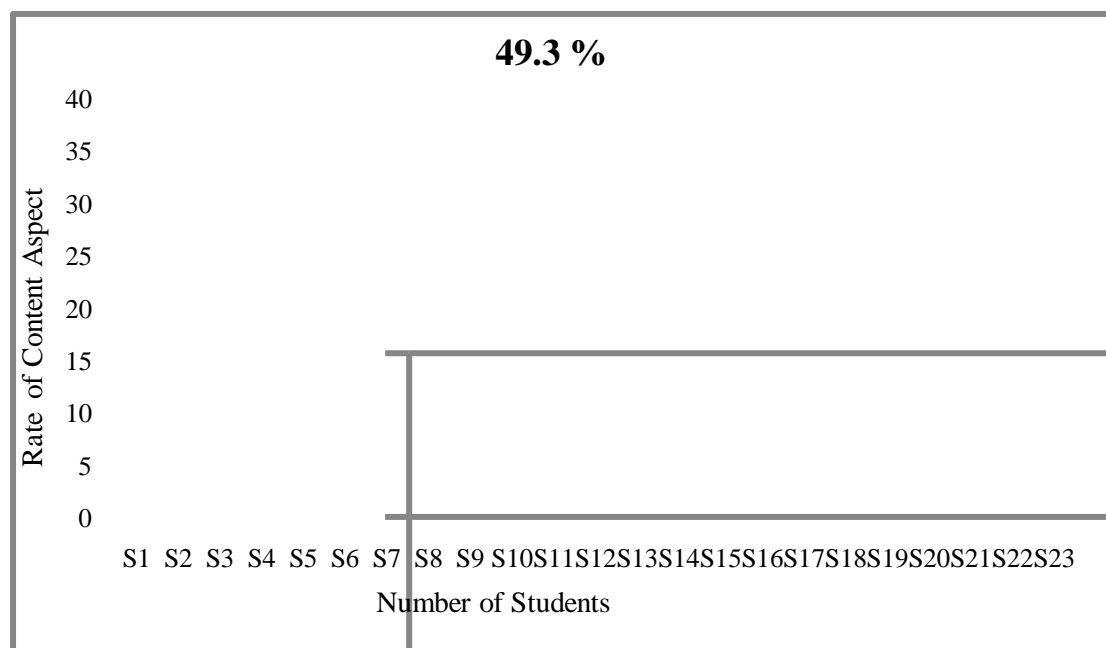


Figure 1: The Students' Score of Content Aspect in Pre-test

For pre-test, none of students achieved highest level which was excellent to good (40-33) and lowest level which was not high school level work (8-1). Five students got level of unacceptable (16-9) and five students gained level of good to adequate (32-25). The most students achieved level of adequate to

fair (24-17). There were 13 students who got this level. Result of Content Aspect in Post-Test.

This chart below described the students' scores of content aspect in post-test.

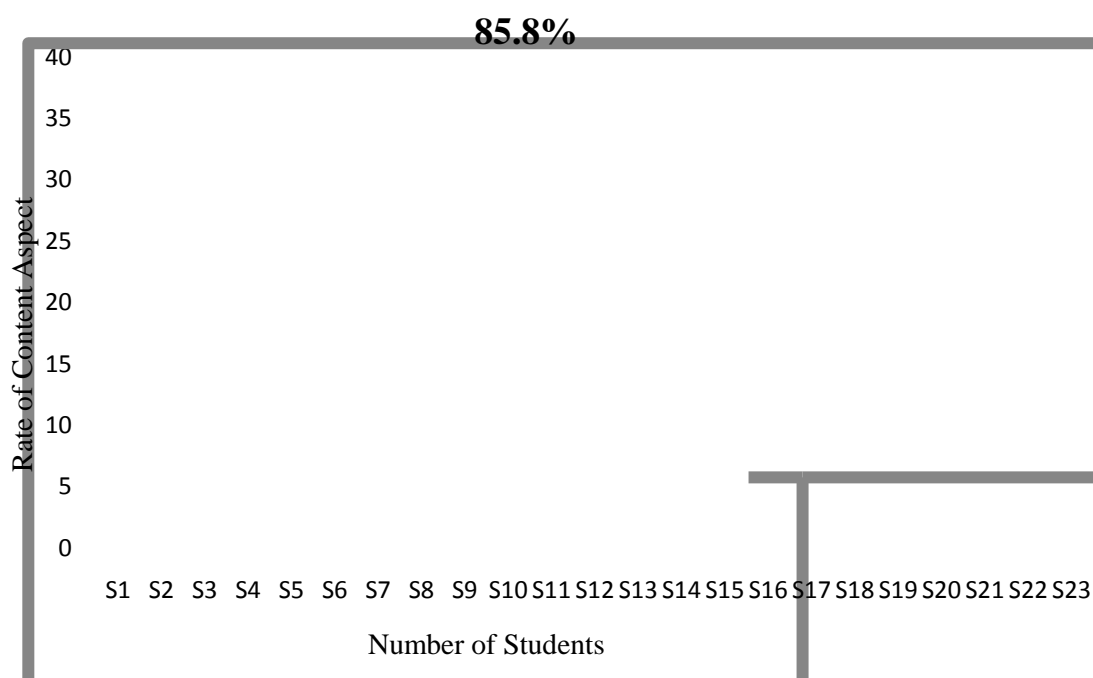


Figure 2: The Students' Score of Content Aspect in Post-test

For post-test, three levels of content aspect which were level of not high school level work (8-1), unacceptable (16-9), and adequate to fair (24-17), students were not in these levels. There were five students who got level of good to adequate (32-25) and 18 students who achieved level of excellent to good (40-33). There was an improvement which could be proved from the students who got the highest level added. From the percentage of content aspect in pre-test and post-test, we also could see that there was an improvement. Students gained 49.4% in pre-test but they could improve in post-test to 85.8%. The percentage increased 36.43% between pre-test and post-test.

The writer mentioned that the students could increase their score for content aspect in writing. It was shown that none of students achieved the level of excellent to good in pre-test, meanwhile there were 18 students or 78% of students gained the level of excellent to good in post-test.

Result of Vocabulary Aspect in Writing Skill

The writer conducted the scores of vocabulary aspect in pre-test and post-test. Result of Vocabulary Aspect in Pre-Test

This chart below described the scores which students had gained for vocabulary aspect in pre-test.

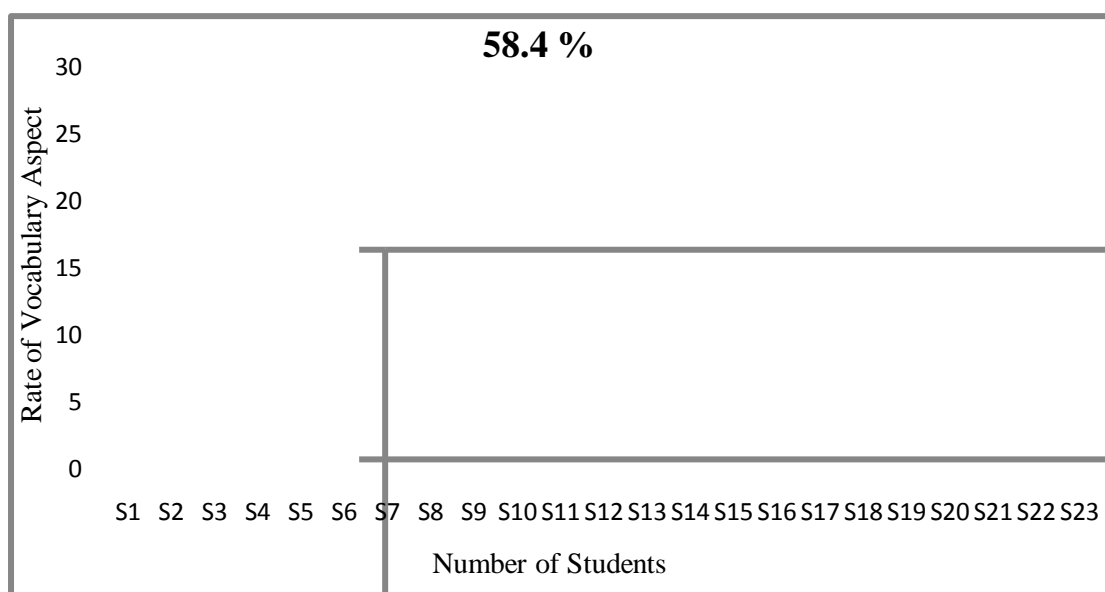


Figure 3: The Students' Score of Vocabulary Aspect in Pre-test

For pre-test, there was a student who got level of not high school level work (6-1). None of students gained level of unacceptable (12-7) and excellent to good (30-25). Most of students achieved level of good to adequate (24-19) and adequate to fair (18-13). There were 13 students who got level of good to

adequate and nine students gained level of adequate to fair. Result of Vocabulary Aspect in Post-Test

This chart below described the scores which students had gained for vocabulary aspect in post-test.

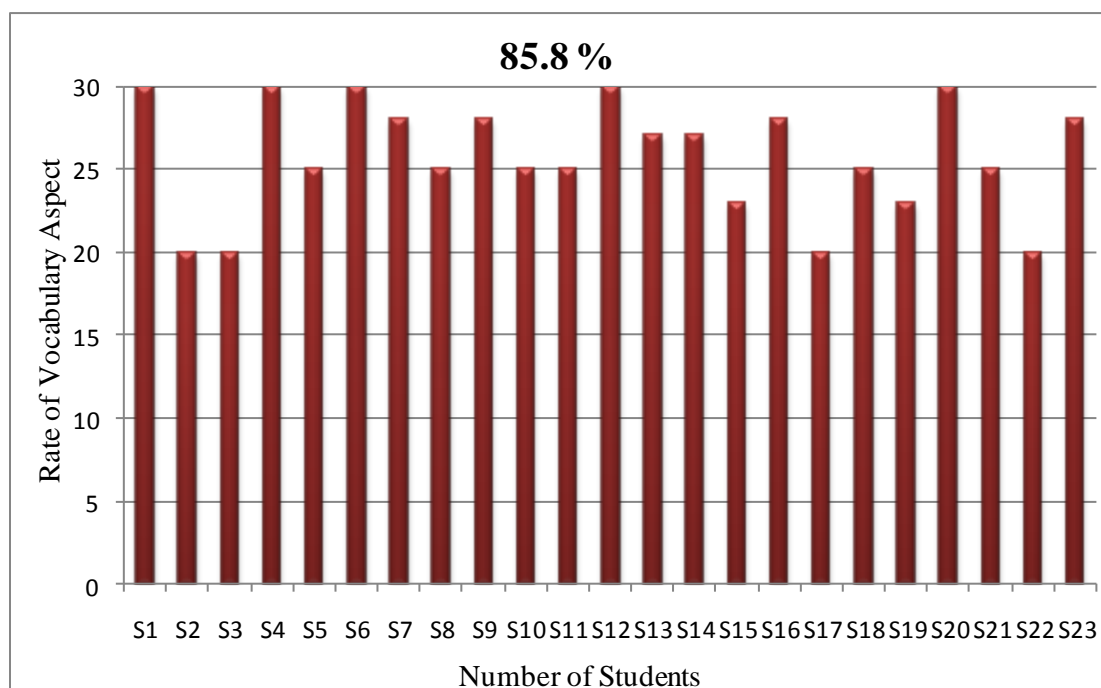


Figure 4: The Students' Score of Vocabulary Aspect in Post-test

For post-test, none of students got level of not high school level work (6-1), unacceptable (12-7), and adequate to fair (18-13). Only six students gained level of good to adequate (18-13). The most of students achieved level excellent to good (30-25). There were 19 students who got score of vocabulary aspect in this level.

From the percentage of vocabulary aspect in pre-test and post-test, we could see the improvement of students' scores. Students could get 58.4% in pre-test but they could improve the percentage to 85.8% in post-test. The percentage increased 27.4% between pre-test and post-test.

The writer mentioned that the students could increase their score for content aspect in

writing. It showed that none of students' achieved the level of excellent to good in pre-test, meanwhile there were 18 students or 78% of students gained the level of excellent to good in post-test. Students also could increase their score for vocabulary aspect. It was shown that none of students achieved the level of excellent to good in pre-test, but there were 19 students or 82% of students gained the level of excellent to good

Result of Grammar Aspect in Writing Skill

The writer conducted the scores of grammar aspect in pre-test and post-test.

Result of Grammar Aspect in Pre-Test

This chart below described the students' scores of grammar aspect in pre-test.

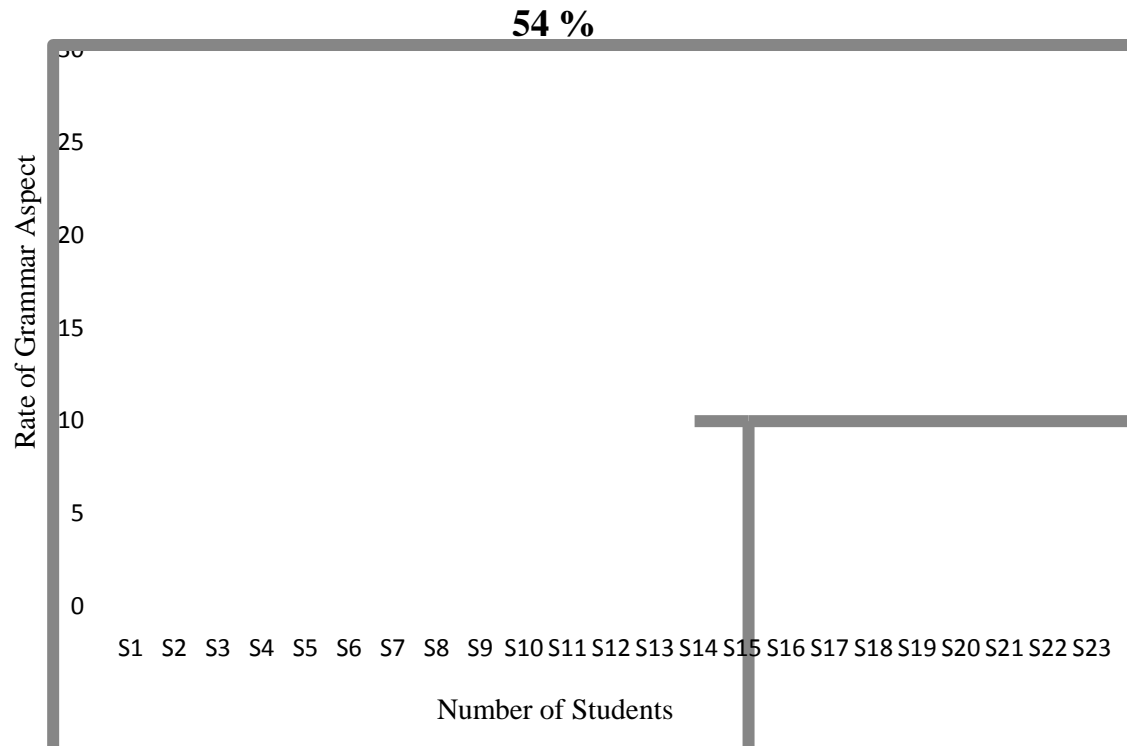


Figure 5: The Students' Score of Grammar Aspect in Pre-test

For pre-test, there was one student who got level of not high school level work (6-1) and also there were two students who gained level unacceptable (12-7). Eight students achieved level of adequate to fair (18-13) and 12 students gained level of good

to adequate (24-19). None of students got level excellent to good (30-25).

Result of Grammar Aspect in Post-Test

This chart below described the students' scores of grammar aspect in post-test.

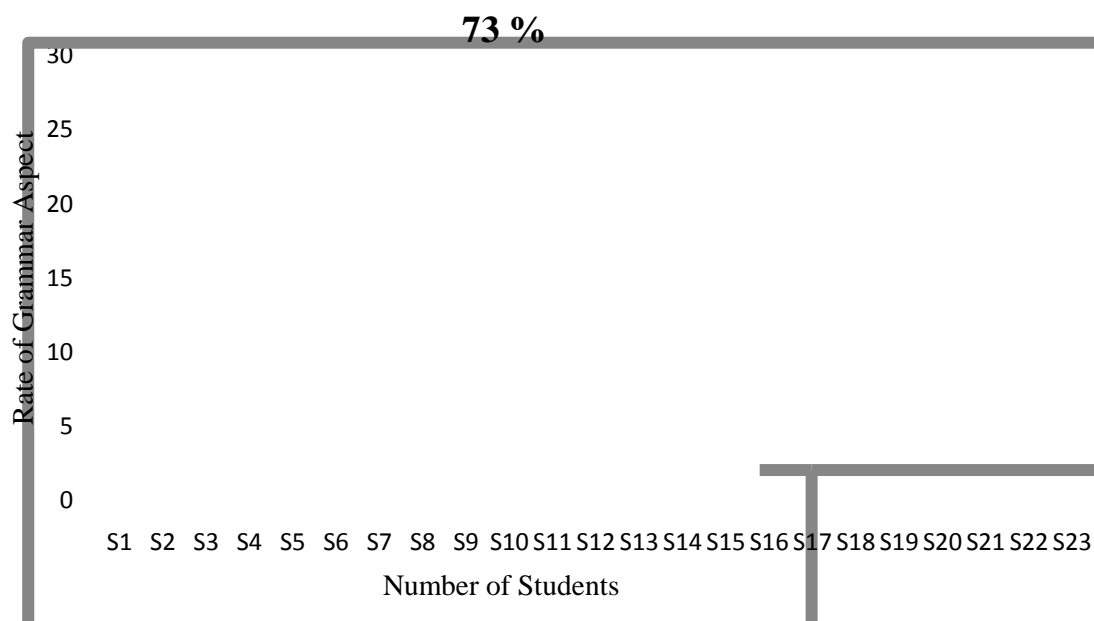


Figure 6: The Students' Score of Grammar Aspect in Post-test

For post-test, none of students got level of not high school level work (6-1) and unacceptable (12-7). There was a student who gained level of adequate to fair (18-13). Most of students gained level of good to adequate (24-19). 18 students achieved level good to adequate and four students got level excellent to good (30-25). From the percentage of grammar aspect in pre-test and post-test, we also could see the improvement of students' scores. Students got 54% in pretest and they could improve to 73% in post-test. The percentage increased 19% between pre-test and post-test.

The writer could mention that the students also could increase their score for grammar aspect in writing. It was shown from the percentage and the level they got. None of students got level of excellent to good in pre-test but four students got this level in post-test.

In the analysis of data, the writer presented the data from pre-test and post-test, the comparison analysis between pre-test and

post-test, and t-test of students in pre-test and post-test. The pre-test was given before treatment and the post-test was given after treatment. From pre-test and post-test, we got the accumulative scores which were the total score of three aspects in writing; content, vocabulary and grammar.

From those accumulative score of pre-test and post-test, it illustrated the students' pre-test and post-test score. The students' scores in the post-test were higher than in the pre-test, it could be seen from the percentage which was 53.6% in pre-test and it increased in post-test to be 82%. There was 28.4% increasing between pre-test and post-test. Also, the number of students who attained good score was increased in the post-test. (See Appendix 4)

We also could see the category of the students' scores based on the level percentage which had been explained in previous chapter. The chart below described the percentage of students' scores between pre-test and post-test.

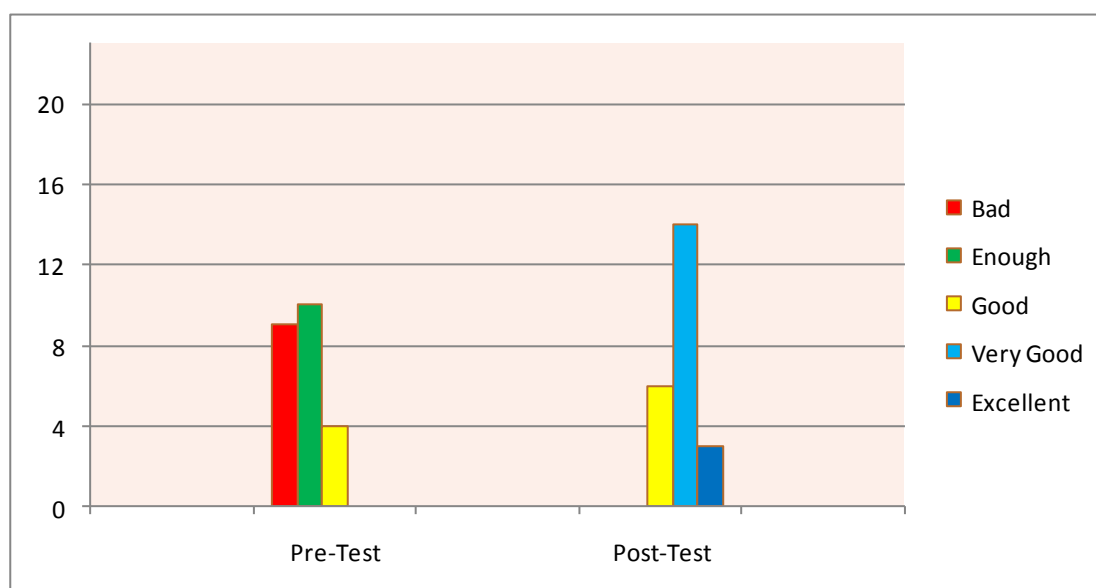


Figure 7: Category of Students' Score in Pre-Test and Post-Tes

From the chart above, we could see that there was an improvement of students' scores between pre-test and post-test. Nine students were on bad level but none of students got this level. It was almost similar with enough level, ten students got this level in pre-test but none of students got this level for post-test. Four students gained good level in pre-test and it was increased in post-test to be 6 students. None of students achieved very good level in pretest, but there were 14 students who got this level in post-test. None of students got excellent level, but there were three students who achieved this level.

The improvement between pre-test and post-test also could be seen from the students' score in post-test which was higher than pre-test. And also, the number of students who attained excellent and very good score was increased in post-test.

This research has main objective and sub objectives as explained in previous section. The sub objectives of this research were to find out listing technique can

improve students' ideas in writing skill, to find out listing technique can improve students' mastery of vocabulary in writing skill, and to find out listing technique can improve students' comprehension of grammar in writing skill. Also, the main objective of this research was to find out that listing technique can improve students' writing skill. After the writer conducted the experiment at SMP Negeri 7 Banda Aceh, the result of this experiment showed that the research could get the main objective and also sub objectives successfully.

The score of content aspect in pre-test and post-test could be evidence of students' improvement after conducting the research. As the matter of fact, the percentage between pre-test and post-test increased 36.4%. Also, all students got score higher in post-test than pre-test.

The score of vocabulary aspect in pre-test and post-test also could be evidence of students' improvement after conducting the research. As the matter of

fact, the percentage between pre-test and post-test increased 27.4%. All students also got score higher in post-test than pre-test.

The score of grammar aspect in pre-test and post-test also could be evidence of students' improvement after conducting the research. As the matter of fact, the percentage between pre-test and post-test increased 19%. All students also got score higher in post-test than pre-test.

Generally, accumulative scores of pre-test and post-test could be evidence of students' writing skill. As the matter of fact, the result of average score for pre-test was 53.6 and post-test was 81.2. It showed that post-test was 28.4% higher than pre-test score. In brief, the students' writing skill increased significantly. From the result of pre-test, as shown in the table of pre-test score in experimental group, almost students got score below 65, and only four students who got score 65 and achieved the KKM. None of students placed in the level of excellent to good for aspect of content, vocabulary and grammar. Most of students were in the level of adequate to fair and also in the level of good to adequate. The students gained low score before getting the treatment because they did not pay attention the aspects in writing well.

However, from the result of post-test, as shown in the table of pre-test and post-test score, all students achieved score more than 65 and they all achieved KKM. Furthermore, three students achieved score up to 90 and took them to excellent level. It indicated the significant improvement compared to the pre-test. Most of students placed in the level of good to adequate and adequate to fair for aspect of content, vocabulary, and grammar. There were also some students in the level of excellent to very good and none of them were in the level of not high school level work for all aspects. The result increased after applying listing technique in writing class in which

students work together to write descriptive text. Also, listing technique could improve their ability in content, vocabulary, and grammar as the parts of writing skill.

First, through the data which was achieved by t-score, therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that listing technique improved the students' writing skill on descriptive text.

Second, listing technique could be a good technique in writing a descriptive text. The students were not only better in developing ideas as the content of text, but they also were better in using good vocabulary and grammar.

Furthermore, In analyzing this research, the writer referred to the T-table at level significant 5%. According to Bungin (2005. p. 193), the t-table with the level significance 5% with the degree of freedom (df) $\rightarrow n-1$. In this research, $n=23$ and $df=22$. So, the t-table of $df=20$ was 2.074. In addition, Bungin (2005: 195) mentioned that the testing criterion used for hypothesis result is: if $t > t_t$ means the alternative hypothesis is accepted and the null hypothesis is rejected. From the result of the research, the t-test value was higher than the t-table ($t=12.5 > t_t = 2.074$). So, the alternative hypothesis (H_a) clarified that listing technique improves the students' writing skill on descriptive text and the null hypothesis (H_0) was rejected.

From the result, it could be concluded that the difference between after and before teaching writing using listing technique was statistically significant. Therefore, this research supported the hypothesis that listing technique improved the students' writing skill.

CONCLUSION AND RECOMMENDATION

Listing technique improved the writing skill of the first year students of SMP Negeri 7 Banda Aceh. It is proved by students' mean score of pre-test; 53.6 and post-test; 82. In post-test, students had a better progress in writing descriptive text than in pre-test. Second, applying listing technique can help students to improve their ability in content aspect of writing skill. It could be seen from their scores in post-test which were higher than pre-test. In pre-test, they got percentage 49.3%, and the scores increased to 85.78% in post-test. Third, students also could improve their mastery of vocabulary in writing skill by using listing technique. They got percentage 58.4% in pre-test and they could increase the score to 85.8% in post-test. The last, students' comprehension of grammar was also improved by using listing technique. They got percentage 54% in pre-test and the scores increased to 73% in post-test. Therefore, listing technique could improve students' writing skill and also the aspects of writing; content, vocabulary and grammar. Through listing technique, the writer improved the content aspect better than other aspects.

Listing technique is one of prewriting techniques which is effective to be used in improving writing skill. Therefore, the writer gives some suggestions as follows: First, for the EFL teachers, the writer expects that listing technique can help teachers in teaching English, especially writing skill. The teacher can choose this technique and stimulate the students to develop their ideas, vocabulary and grammar in order to write a good paragraph. Third, for other researchers, the writer suggests that listing technique can be implemented to another level of students such as senior high school students. Also, other researchers who have

willingness to conduct the same topic might take the other two aspects in writing; organization and mechanics. This research used only three aspects; content, vocabulary and grammar. So, other researchers can fill those two other aspects (mechanics and organization) in the study. So, the research will be more challenging and interesting. The last, for the researchers who love to conduct the research qualitatively, they might find out the reason of low achievement for grammar aspect in writing skill.

Besides, the EFL students might improve their writing skill by using listing technique. They can use this technique to develop the ideas, enrich their vocabulary, and have good comprehension of grammar. But, students should pay attention to enhance their grammar ability in order to make the sentences right structurally. Also, students should enhance their ability in using transitional in some sentences in order to make the correlation among the ideas and sentences. In this research, some students cannot improve their writing skill because of some factors such as less of motivation of learning or limited time to practice their ability. Therefore, listing technique can be a good choice to improve writing skill.

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